**Structured Small Group Program Template**

**Look Who’s Talking**

**Goal/ Purpose**

The purpose of the “Look Who’s Talking” group is to implicate high school students of mixed gender, ages 15-17 years of age to improve interaction in social situations, improve the accuracy of active listening, improve students writing skills, as well as, improving the students’ academic performance/progress. The group will use person-centered and cognitive behavioral skills and learners will be able to improve their interaction in social situations, become better active listeners, and improve their academic performance/progress. The students will be accomplishing their goal in a group of 6-8 high school students’ and will be using pre and post tests, role play, and journals for the students use in the measurable objectives. The students will be observed by professional school counselor and teachers’. Furthermore, the learners in the group session will be students that show social interaction and academic problems because of their lack of communication and active listening skills.The desired skill of the student will be active listening, the ability to write with more effective detail, improvement in ability to perform academically and an improved attitude in social interactions.Furthermore, the knowledge of the skills will be identified by measuring the students’ academic grades both before and after the intervention. Finally, the students’ attitude will be identified by the teachers’ observation of the students’ before and after the intervention/group. The desired skills will be identified by using pre and post tests, observation, and measurable objectives.

**Mission Statement:**

The Johnson County School System will educate all students in a safe, positive environment that enables them to develop and pursue lifelong learning goals (Johnson County Schools, 2012).

**Population**

The population will be 6-8 high school students ages 15-17, they will be mixed gender students, which have experienced problems in active listening in class and in social interactions in the last 12 months. Furthermore, the students must have also suffered academic problems due to their issues with communications skills and active listening.

**Rationale/ Need**

**Mission Statement:**

The Johnson County School System will educate all students in a safe, positive environment that enables them to develop and pursue lifelong learning goals (Johnson County Schools, 2012).

The intended audience is high school students ages 15-17, they will be students of mixed gender and the purpose of the intended group is to improve interaction in social situations, improve the accuracy of active listening, improve students writing skills, as well as, improving the students’ academic performance/progress. The rationale for this active listening group is to motivate and improve students that are falling behind academically because of their poor listening skills. The reason why the group is needed is because the students are falling behind academically and need the appropriate skills to improve their grades and comprehension.

Jalongo (1995) suggests that students listening skills are deteriorating and therefore there is a need to improve theses skills. Furthermore, by teaching the students paraphrasing, summarizing, and reflection skill the group members will be able to become better listeners and move forward academically. In this case the need is a normative need for active listening skills which is based off of the assessment of students grades, discipline reports, in terms of, interruption of class because of poor listening skills, interviews, observation, as well as, pre and post test that have been/will be collected. The ASCA requires that students be able to improve their academic self-concept, achieve school success, improve learning, achieve goals, relate school to life experiences, acquire self-knowledge, and acquire interpersonal skill. In summary the problem for the students in this group is poor listening skills, the evidence is poor or below average grades, and a possible solution is forming a group that teaches students to be better active listeners. Therefore, the students will improve their interaction in social situations such as with teachers, students, parents etc. Furthermore, the group will improve the high school students’ active listening skills, writing skills and academic performance.

**Theoretical Orientation**

The theories that will be implemented into the 6-8 high school group members will be Cognitive behavioral and Person-Centered approaches. The group will be using Cognitive Behavioral and Person-Centered techniques as follows: Person-Centered: reflecting, empathy, paraphrasing, summarizing; Cognitive Behavioral: feedback, positive self-talk, modeling, coaching, homework. Jalongo, M. R. (1995) suggests that it is a misconception that listeners are passive receivers of information and that listening is automatic. Furthermore, Corey (2012) states that CBT has a wide range of techniques that can be used to develop the skills needed to achieve these goals (Corey, 2012, p. 375). The Person-Centered approach offers basic trust in the clients’ ability to move forward (Corey, 2012, p. 253). Thus, cognitive behavioral and person centered approaches are appropriate choices for the “Look Who’s Talking” group because it supports the group goals and population.

**Ethical. Legal, and Multicultural Issues**

For ethical issues an informed consent form will be given/is needed. There will be safeguards in place to protect the rights of others work with diverse populations. The group leader will understand all cultures involved in the group and how it impacts their values, beliefs and home life. There may be some skills that are not culturally appropriate during the “Look Who’s Talking” group.

**Recruitment and Screening**

The high school students ages 15-17 will be recruited by sending letters home to their parents and interviews with the students’. Letters to the parents will be sent home explaining the Look Who’s Talking groups’ function and the screening will be assessments of the students’ grades and interviews with the students?)

**Structure**

This psycho-educational group will include six weeks of, one session a week, one hour sessions; it will be an open group, which will be six weeks in length. Furthermore, this group will be held in the facility conference room once a week from 1-2 pm, on Friday’s, during P.E. class. This group will be dealing with active listening and communication study skills.

**Core ASCA Standard(s)**

A: A1 Improve Academic self-concept

A: B2 Plan to achieve goals

PS: A1 Acquire Self-Knowledge

PS: A2 Acquire Interpersonal Skills

PS: B1 Self-Knowledge Application (ASCA, 2005, p. 102-108)

**Core State Academic Standard(s)**

* SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
* SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
* SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
* W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
* W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
* W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
* W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
* W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes (Common Core State Standards Initiative, 2012).

**Objectives**

* Students will be able to identify at least three feelings/emotions that are measured by observation.
* Students will write a song and/or poems about active listening and feelings.
* The students will write in their journal once a week about their feelings and ideas.
* The students will be able to know and implicate/perform paraphrasing, summarizing and reflective listening skills to teachers, peers and counselor.
* The students will work on understanding empathy and positive self-talk by writing three things positive about themselves and three positive things about their group partner in their journal once a week.
* The student will be observed using paraphrasing, summarizing, reflective listening and empathy skills 20% of the time.
* Students will improve their active listening skills by 20%.

**Program Evaluation**

The group will be given a pre-test at the beginning of the first group session and a post test at the end of the 6 week sessions

The students grades will be viewed from the last report card before the session begins and will be reviewed using the following report card after the 6 week session ends. Observation will be conducted by the students’ teachers’, counselor, and administration; students will be observed before the group sessions begin and after they are completed weekly.

**Session 3**

**Title:** Look Who’s Talking- Paraphrasing, summarizing, and reflecting-Active Listening

**Brief Summary of Session:** The session will begin by including a summary of last week’s session and a review of the homework assignment. There will be a “sharing time” of what was learned from the homework assignment. Next, The group will discuss what active listening, paraphrasing, and summarizing is, as well as, use role play to paraphrase and summarize and reflecting what their partner has shared. Furthermore, students will discuss three things they learned about another student during the role play activity.

The students will talk about how it feels to be listened to and validated, as well as, how it feels to be an active listener. Closure will begin by discussing what we have learned during the session, allowing the students to say any last comments/statements and assigning homework for the next week’s session.

**Theoretical Orientation:** The theories that will be implemented into the 6-8 high school group members will be Cognitive behavioral and Person-Centered approaches. Jalongo, M. R. (1995) suggests that it is a misconception that listeners are passive receivers of information and that listening is automatic. Furthermore, Corey (2012) states that CBT has a wide range of techniques that can be used to develop the skills needed to achieve these goals (Corey, 2012, p. 375). The Person-Centered approach offers basic trust in the clients’ ability to move forward (Corey, 2012, p. 253). Thus, cognitive behavioral and person centered approaches are appropriate choices for the “Look Who’s Talking” group because it supports the group goals and population.

**Specific Group Technique:** The group will be using Cognitive Behavioral and Person-Centered techniques as follows: Person-Centered: reflecting, empathy, paraphrasing, summarizing; Cognitive Behavioral: feedback, positive self-talk, modeling, coaching, homework.

**Duration:** 1 hour

**Materials/ Media:** Handouts for the role play activity. It will include the active listener name, the speakers name, three things the active listener has learned about the speaker, and one thing the active listener learned about themselves as listeners (positive or negative).

**Core ASCA Standard(s):**

A: A1 Improve Academic self-concept

PS: A1 Acquire Self-Knowledge

PS: A2 Acquire Interpersonal Skills

PS: B1 Self-Knowledge Application (ASCA, 2005, p. 102-108)

**Core State Academic Standard(s):**

* SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
* SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
* SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Objectives:**

Students will be able to identify at least three feelings/emotions that are measured by observation.

The students will be able to know and implicate/perform paraphrasing, summarizing and reflective listening skills to teachers, peers and counselor.

The students will work on understanding empathy and positive self-talk by writing three things positive about themselves and three positive things about their group partner in their journal once a week.

The student will be observed using paraphrasing, summarizing, reflective listening and empathy skills 20% of the time.

Students will improve their active listening skills by 20%.

**Assessments**:

Assessments during this session will include observation by the counselor. The students writing ability, comprehension, and self-knowledge will be assessed by using a handout.

**Procedures/ Instructional Strategy:**

Material that will be needed for this session is a handout including the active listeners name, the speakers name, three things the active listener learned from the speaker, and one thing the active listener learned about their self while listening (positive or negative). It will also be important to have writing interments.

**Homework/ Ownwork**:

Homework for this session will include the students finding at least one person, during the week between the sessions, and actively listening to what they are saying, as well as, being prepare to discuss their experience during the next session.

**Group Stage and Emerging Issues:**

Issues that may arise during the active listening group may involve cultural differences. This session is during the working stage.

**Session 4**

**Title:** LookWho’s Talking- Note Taking and comprehension: active listening

**Duration:** 1 hour

**Brief Summary of Session:**

The session will begin by including a summary of last week’s session and a review of the homework assignment. There will be a “sharing time” of what was learned from the homework assignment. Next, The group will discuss what note taking is and why it is important. The group will go over the five R’s of note taking and write a song or poem in their journals using the five R’s of note taking. Furthermore, students will discuss three things they learned about note taking and why it is important.

The students will talk about how they are feeling about their active listening and note taking skills. Closure will begin by discussing what we have learned during the session, allowing the students to say any last comments/statements and assigning homework for the next week’s session.

**Theoretical Orientation:** The theories that will be implemented into the 6-8 high school group members will be Cognitive behavioral and Person-Centered approaches. Jalongo, M. R. (1995) suggests that it is a misconception that listeners are passive receivers of information and that listening is automatic. Furthermore, Corey (2012) states that CBT has a wide range of techniques that can be used to develop the skills needed to achieve these goals (Corey, 2012, p. 375). The Person-Centered approach offers basic trust in the clients’ ability to move forward (Corey, 2012, p. 253). Thus, cognitive behavioral and person centered approaches are appropriate choices for the “Look Who’s Talking” group because it supports the group goals and population.

**Specific Group Technique:** The group will be using Cognitive Behavioral and Person-Centered techniques as follows: Person-Centered: reflecting, empathy, paraphrasing, summarizing; Cognitive Behavioral: feedback, positive self-talk, modeling, coaching, homework.

**Materials/ Media:**

Materials needed for this session include writing interments and a journal.

**Core ASCA Standard(s):**

A: A1 Improve Academic self-concept

A: B2 Plan to achieve goals

PS: A1 Acquire Self-Knowledge

PS: A2 Acquire Interpersonal Skills

PS: B1 Self-Knowledge Application (ASCA, 2005, p. 102-108)

**Core State Academic Standard(s):**

* SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
* SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
* SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
* W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
* W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
* W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
* W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
* W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes (Common Core State Standards Initiative, 2012).

**Objectives:**

Students will be able to identify at least three feelings/emotions that are measured by observation.

Students will write a song and/or poems about active listening and feelings.

The students will write in their journal once a week about their feelings and ideas.

The students will be able to know and implicate/perform paraphrasing, summarizing and reflective listening skills to teachers, peers and counselor.

The students will work on understanding empathy and positive self-talk by writing three things positive about themselves and three positive things about their group partner in their journal once a week.

The student will be observed using paraphrasing, summarizing, reflective listening and empathy skills 20% of the time.

Students will improve their active listening skills by 20%.

**Assessments**:

Assessments during this session will include observation by the counselor. The students writing ability, comprehension, and self-knowledge will be assessed by using a journal.

**Procedures/ Instructional Strategy:**

Material that will be needed for this session is a journal with the students name in it. It will also be important to have writing interments.

**Homework/ Ownwork**:

The students will write in their journals over the week. The students will listen to someone or watch five minutes of television while using the five R’s of note taking by taking notes in their journal.

**Group Stage and Emerging Issues:** Issues that may arise during the active listening group may involve cultural differences. This session is during the working stage.

**References**

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**Appendix A**

PRE AND POST TEST

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Harvard ManageMentor — COACHING TOOLS** | | | | | | |
| *Active Listening Self-Assessment* | | | | | | |
| ***Are You an Active Listener?***  *Coaches and mentors who listen actively tend to get the most out of their coaching discussions and tend to be better coaches overall. Use this self-assessment to think about how actively you listen and to identify areas for improvement. Check the box next to the number in the column that best describes your listening habits.* | | | | | | |
| **While someone is talking, I:** | **Usually** | | | **Sometimes** | | **Rarely** |
| Plan how I’m going to respond. | | 1 | 3 | | 5 | |
| Keep eye contact with the speaker. | | 5 | 3 | | 1 | |
| Take notes as appropriate. | | 5 | 3 | | 1 | |
| Notice the feeling behind the words. | | 5 | 3 | | 1 | |
| Find myself thinking about other things while the person is talking. | | 1 | 3 | | 5 | |
| Face the person who is talking. | | 5 | 3 | | 1 | |
| Watch for significant body language (expressions, gestures). | | 5 | 3 | | 1 | |
| Control fidgeting or other distracting habits. | | 5 | 3 | | 1 | |
| Interrupt the speaker to make a point. | | 1 | 3 | | 5 | |
| Am distracted by other demands on my time. | | 1 | 3 | | 5 | |
| Listen to the message without immediately judging or evaluating it. | | 5 | 3 | | 1 | |
| Ask questions to get more information and encourage the speaker to continue. | | 5 | 3 | | 1 | |
| Repeat in my own words what I’ve just heard to ensure understanding. | | 5 | 3 | | 1 | |
| **Totals for each column:** | | + | | | + | |
| **Grand Total =** | | | | | | |
| **Scoring:** | | | | | | |
| 49–65 = You are an active listener.  31–48 = You are a good listener with room for improvement.  13–30 = You need to focus on improving your listening skills. | | | | | | |
| If you received a score between 13 and 48, develop a plan for strengthening your active listening skills. Write your ideas in the space below. | | | | | | |
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Reference

Active Listening Self Assessment (2004). Harvard manage mentor: Coaching tool. Retrieved from: http://academy.clevelandclinic.org/LinkClick.aspx?fileticket=EVxj3eIS6iE%3D&tabid=1800

**Appendix B**

Consent Form/ Educ. 512 Adopted by Dr. Amanda

**School Name: Johnson County School System**

**Parent/Guardian Consent for Individual and Group School Counseling Services**

This is to inform you that your student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred to the school counselor by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for concerns related to:

Academic \_\_\_\_\_ Behavior \_\_\_\_\_\_ Social \_\_\_\_\_\_ Personal \_\_\_\_\_\_

School Counselor will conduct counseling services via:

🞏Individual counseling 🞏 Small group counseling sessions

Topics to be covered during the counseling sessions may include one or more of the following:

🞏Emotional Concerns 🞏Academic Performance

🞏Behavioral Concerns 🞏Interpersonal Relationships

🞏Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counseling sessions are generally 20 -30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

**Confidentiality:**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor’s hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

**Consent:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the contents of this informed consent.

(please print name)

I give my child permission to participate in the proposed counseling activities.

Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

**Appendix C**

**Handout**

Active Listeners name:

Speakers Name:

Write down 3 things you learned about the speaker:

1.

2.

3.

Write down one thing you learned about yourself while listening to the speaker (positive or negative):

1.

**Appendix D**

Recruitment Letter to Parent

Dear Parent,

Your child is invited to participate in a 6 week active listening skills group. The name of the group is “Look Who’s Talking’ and it will involve working with your child on active listening skills, such as, paraphrasing, summarizing, reflecting and comprehension. The purpose of the “Look Who’s Talking” group is to implicate high school students of mixed gender, ages 15-17 years of age to improve interaction in social situations, improve the accuracy of active listening, improve students writing skills, as well as, improving the students’ academic performance/progress. The group will use person-centered and cognitive behavioral skills and learners will be able to improve their interaction in social situations, become better active listeners, and improve their academic performance/progress. You have the right to have your child removed from the group during the 6 week group presentation. If you would like your child to participate in the “Look Who’s Talking” group please completed the statement below and return it to your child's teacher at least one (1) day in advance of the scheduled group week. If we do not receive this form, we will assume you will not be allowing your child to be present during the above group.

Sincerely,

Jessica Muncy

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ parent of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student's name) want my child to be present during the Look Who’s Talking group.

**Appendix E**

SCREENING INTERVIEW

* 1. Tell the student about the Look Who’s Talking group.
  2. Ask the student about their interest and commitment to the group.